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ABSTRACT

A report is given of a study in which a valid and reliable instrument was developed to measure levels of teacher motivation and teachers' degree of satisfaction with their principal's administration of the school. Based upon responses from educators who validated the instrument, certain factors were seen as important in determining teacher motivation. Teachers must see teaching as worthwhile and stimulating, and they must feel a sense of involvement in decision making and also independence in their classroom teaching. The teacher must have a feeling of affiliation with others. There must also be a sound reward system that offers not only extrinsic rewards but also a sense of success and recognition. Teachers need the opportunity for personal growth and require accurate and sensitive feedback from their principals. A feeling of physical and emotional safety in the organizational structure of the school is important to teachers. Teachers require confidence in the principal, and also require the principal to provide support and an adequate supply of resources for instruction. (JD)

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TEACHER MOTIVATION

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TEACHER MOTIVATION

Since teachers represent a cross section of the adult population I suspect their motivation to teach represents the motivation to work found in typical adults. Researchers and authors such as Hersberg (1959.1966). Maslow (1970), McGregor (1967). and others have contributed historically to this literature. I also suspect that teachers are for the most part reasonably well integrated adults Bois (1966). Maslow (1943). Boulding(1956). who derive personal satisfaction from their work as well as from hobbies. families. community interests. religion. colleagues and other interests. I also presume human motivation to be an internal condition. or a state-of-mind which is very personal to the individual. Motivation to work certainly changes over time and depends upon one's understanding of circumstances of life at a given moment. That is to say motivation to work is a process and is subject to change with changing life conditions.

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Well adjusted adults derive a great deal of their motivation to work from intrinsic rewards such as their recognition of the value of the work itself, and achievement on the job, as well as from extrinsic rewards such as a reasonable salary and comfortable working conditions. That is to say, well adjusted adults are not exclusively dependent upon approval by the supervisor, or by rewards from the organization for their motivation. Workers do, however, require certain conditions from the organization as demonstrated by the various authorities on management theory (Likert, 1967; Pascale, 1981; Ivancevich, 1980; Herzberg,1959,1966; McGregor, 1967). In teaching, the building principal is the first line supervisor who represents the school as an institution to the teacher. So the principal as a point-of-fact is seen as the person who speaks for the organization. The principal to this extent effects teacher motivation.

I have completed a nation-wide research study which examined the attitudes and practices of a pool of one hundred (100) randomly selected school principals as evaluated by ten (10) teachers working for each principal, by the superintendent of each principal, and by self reports by each principal. The principals' ability to provide the conditions for teacher motivation were studied.

A rather extensive literature search was completed through which one hundred (100) items were identified by the

selected authors as factors contributing to teacher morale. The list of one hundred (100) items was submitted to twenty-three (23) principals employed in public schools. The principals were asked to identify those factors by which they would be willing to be judged as "factors contributing to teacher morale." Using a X2 test of significance, sixty (60) items were selected as significant at the .05 level.

Using a random selection technique, one school in each of the fifty (50) states was identified to participate in the study. The superintendent of each selected school was asked to fill out the instrument as it referred to a high school principal in the district and to an elementary school principal. Each of the selected principals self-reported their perceptions of their own behavior and their preferences for the behavior on each item. Ten (10) teachers working for each principal were then asked to also report their observation and preference for each item as it pertained to their principal.

Teachers were selected on the basis of :

1) They were tenured or were on continuing contract

and

2) They were the first ten (10) of the faculty selected alphabetically by the first letter of the last name.

The responses of a pool of one thousand (1000) potential teacher respondents, one hundred (100) potential principal

respondents and fifty (50) potential superintendent respondents were thus studied.

Characteristics of principal behavior and school conditions which contribute to teacher morale were identified. I believe teachers can identify and report on their observations and preferences for those behaviors. I believe principals can manage schools in terms of those teacher preferences and that if they do teacher morale, teaching, and student learning will improve. (Aspy, 1977)

While teacher motivation is for the most part an intrinsic condition, principals can arrange conditions and conduct themselves in positive ways to insure improved motivation by teachers. I will discuss thirteen conditions over which principals have influence and are conditions which improve teacher motivation, according to my study.

Teaching: The Primary Task

The principal contributes to teacher motivation by helping teachers understand that teaching and student learning are the primary functions of the school. Nothing that happens in the school is more important than teaching and student learning. One way for principals to convey this message is to simply eliminate interruptions to instruction. Distractions such as announcements, collecting lunch money, taking class pictures, practice for the various teams, club meetings and other interests must not be allowed to appear more important than, nor to take the place of, teaching and student learning.

A second way for the principal to convey this view is for the principal to speak clearly and frequently about the instructional purposes and needs of the schools. The principal must become aware of personal biases which indeed may detract from a clear understanding that teaching and student learning are what the school is about.

The principal may also contribute to teachers' understanding of the primary purposes of the school by the allocation of resources. If money is more frequently spent for non-instructional purposes than for instructional purposes the idea is conveyed that teaching is not as important in this school as are other activities.

If teachers are recognized and rewarded for functions other than excellence in teaching, efficiency at hall duty for example, teachers come to understand that those priorities are held in higher esteem by the principal than is teaching and student learning.

Teaching: A Stimulating Activity

In order to maintain high levels of motivation teachers must feel their work is stimulating. Principals can contribute to this feeling of stimulation by including teachers in decisions involving the school. This participation contributes to a sense of community and gives teachers interests outside the classroom. Another way for principals to provide stimulation for teaching is to encourage and support teachers to develop unique styles of

teaching and to use new and improved methods and materials in teaching. The stimulation associated with using different techniques or of working with children of various types and abilities helps avoid the familiar burn-out syndrom. Teachers' schedules and assignments also can be varied adding challenges to teaching.

Principals who maintain high levels of accountability for teachers encourage teachers to strive to achieve. If done in ways that it does not increase stress levels, striving to achieve can stimulate teachers to take increased interest in their work.

A Sense of Involvement

Teachers must feel a sense of involvement in decision making at the building level. The principal makes many decisions which effect teachers' work both in the classroom and within the building. Teachers who participate in leadership activities can contribute to decisions on assignment schedules, can help limit interruptions to teaching, can influence environmental conditions and can participate on decisions regarding the allocation of resources for instruction.

When principals create facilitative conditions by including teachers in decision making, teachers will tend to evaluate their working conditions as more desirable. Teachers then create a similar condition for students and student performance improves. Aspy (1977) found that as a

principal used higher levels of interpersonal and interactional skills with teachers. teachers used higher levels of those skills with students. The results were: improved student attendance, IQ gains, and improved student attitudes about self.

Teacher Independence

Teachers need independence when making decisions for teaching. The teacher must be the expert decision maker for the classroom since each teacher's style is unique and each teacher has strengths and preferences for teaching. Broad goals and curriculum decisions are made at the school and the department levels. Then teachers make individual instructional decisions that implement the goals and the curriculum.

The principal contributes to this sense of independence through the respect and the trust accorded each teacher. If the principal has confidence in the uniqueness and strength of each teacher, and demonstrates that belief through the professional relationships accorded, teacher motivation is high. Teachers resent principals who believe that instructional decisions are delegated because teachers see the decisions as integral and essential to their professional responsibility. Teachers view themselves as superior to the principal in making those decisions and principals contribute to teacher motivation by sharing this view.

Affiliation

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Each teacher must have a sense of affiliation with others in the school including with the principal (Fuhriman, 1984). The principal, in turn, must be able to relate to and identify with teachers and other staff members. This sense of affiliationcan only exist in a psychiologically safe climate where each member is free to express opposition to popularly held views, where mutual respect is accorded, and when the group has clearly stated, achieveable and commonly held goals. These goals must relate to the primary purposes of schooling, teaching and student learning.

Principals can contribute to their own and to teachers' sense of affiliation with others by holding open forums to discuss commonly held problems. This procedure helps the faculty to reach common understanding of issues. It is necessary that each person feels safe to disagree without losing the respect of others. Principals can also contribute to a sense of community by sharing accurate information and by making decisions based on correct data. It is necessary for the principal to respect the effort of each person, accept each one as an individual, and give appropriate recognition and praise for achievement.

Reward System

Intrinsic Rewards:

As the first line supervisor who represents the school to the teacher it is important that principals give recognition and praise to teachers for the quality of and the

significance of their work. The principal thus becomes a cheerleader, not only for the teacher but also for the importance of teaching (Peters, 1984). This recognition may be a public presentation at an awards ceremony or through an announcement in a newsletter. The recognition may be extended in a personal way by a sincere comment to a teacher. A note may be sent to a teacher for a task done well or a comment of support may be made in a conversation with parents, other teachers or with district administrators.

If recognition by the principal is to be valued by teachers it must first of all be sincere. The recognition must by based on actual teacher performance not just on the principal's preference, and the principal must be respected by teachers as one who recognizes and values excellent teaching.

Extrinsic Rewards:

Extrinsic rewards are not as readily available in teaching as in some other occupations. Traditionally teaching has not paid as well as many professions and it is apparent this condition will continue. Teachers recognize the absence of opportunities for promotions within teaching so they often move into administration or other roles in education, in an attempt to gain greater rewards. Present attempts to develop teaching career ladders, differentiated staffing patterns, and mentorship programs may provide sufficient growth opportunities for teachers in the future.

Herzberg's (1959,1966) research shows that pay is a necessary but not sufficient condition as a motivator. The fixed salary schedule and the relatively narrow gap between the floor and the ceiling in teachers' salary range restrict the potential for salary to become a satisfactory motivator for teachers.

Success

Success is defined as a ratio between expectations and achievement, (S=E/A) (Johnson, 1946). If expectations greatly exceed achievement one does not feel successful. If expectations are low one does not value even relatively high achievement. In fact a feeling of dissonance is created. If both expectations and achievement are low one becomes dispirited, but if expectations and achievement are high morale and optimism expand and one feels successful.

It is important, then, for the principal and the teachers to agree on high expectations which are clearly stated, and which are achieveable (Johnson, 1946). The expectations must be realistic in terms of student potential and aptitides and obtainable with the resources available including teachers' skill and style. The expectations must relate to the primary functions of the school, teaching and student learning, and must be held in common by the teachers and the principal. The expectations must be measurable so achievement can be recognized.

Data must be gathered and shared so the teachers and principal will recognize the level of achievement obtained in terms of the goals and level of expectations established. Examples of this are that student achievement scores on tests, student attendance rates, scores on student papers, student participation in activities, and so on indicate levels of achievement. Achievement must be measured so teachers can recognize valid success.

Recognition

Since intrinsic rewards are important motivators for teachers, recognition of success from students, parents, colleagues and supervisors is important. The principal accords recognition both formally and informally. The formal forms of recognition are newsletters, awards and other public rewards. The informal forms of recognition are more personal and private. They may be verbal or non-verbal such as a comment or a smile or nod recognizing success. Principals and teachers are familiar with common forms of recognition.

The principal, by extending recognition to the teacher, contributes to teacher motivation by signifying respect for the teacher. It acknowledges the teacher as a person and accepts the uniqueness of the induvidual's teaching style. The recognition must be based on the principal's first-hand observation. Recognition indicates that the principal is aware of the specialness of the teacher's work and that the work is valued. In cases where the principal is dissatisfied

with the teacher's work a form of recognition is extended when the principal gives a suggestion that something should be done differently or requests that a change be made by the teacher in a procedure being used. Comments or requests which may be viewed as negative are in fact forms of recognition. The comments indicate that the principal is aware of current practices, has some different expectations for the teacher, and has confidence in the teacher's ability to change. Motivation improves when the principal understands issues and has a clearly stated view, even if it is a critical view. Teachers are only confused by the principal who does not understand the issue at hand or is not clear about how he/she feels about the issue.

Feedback

Teachers require accurate, honest and professional feedback offered in sensitive ways. The principal should state in specific and descriptive terms the behaviors being criticized and should specify what the expectations are for the change. All criticism must relate to behaviors which can be changed and not to personal characteristics which cannot. The principal must above all be candid and yet respectful to the teacher. Once a criticism is made it is best, then, if the principal recognizes the teacher's strengths and does not dwell on the criticism.

Principals maintain their influence with teachers by being candid with both their praise and criticism. Teachers

require that the principal is accurate, clear, sensitive and helpful with the feedback.

Opportunities for Growth

Opportunities for personal and professional growth is one of the thirteen items which contributes to teacher motivation, and is one over which the principal has traditionally had little influence. Many high energy teachers either become frustrated in their teaching or move outside the classroom to meet this need.

One growth opportunity principals can afford teachers is to involve them in decision making on building-wide issues of common concern. Principals who hold open forums, where teachers feel safe to discuss school issues, contribute to both more efficient schools and to teachers' opportunities to grow professionally. Student and teacher policies, the use of resources, scheduling decisions, and curriculum concerns are examples of issues on which teachers have both the competence and interest to make decisions. Examples of programs which require teachers to grow through their participation are: mentorship activities, teaching career ladders, and teachers conducting inservice professional growth seminars.

Teachers also benefit from assuming new teaching assignments from time to time and by developing new instructional strategies. Principals should take every reasonable opportunity to provide these experiences to

faculty. When new assignments or new strategies are used the school should provide meaningful inservice activities to prepare teachers for the new expectations and new experiences. Teachers must not be put at risk for failure when trying new ideas. The school must take every effort to assure the success of new programs so student learning is not endangered, while at the same time encouraging teachers to try new materials or methods, without risk to their career.

Safe School

Teachers also require an organizational structure which provides physical and emotional safety for all participants and which reduces distractions to teaching.

Perhaps the first and most obvious influence the principal has over the environment is to reduce some of the many interruptions to teaching. The use of the public address system for announcements and to call individuals to the office should be restricted to a brief period before teaching begins in the morning and to once in the afternoon just after lunch period or at the end of the day. Classrooms that are not physically comfortable for learning convey the message that the principal does not hold learning in high esteem or that the principal does not have sufficient influence to correct the situation. Either attitude distracts from teachers motivation to teach.

A clearly stated set of rules and policies must be in force to provide a sense of system and routine to the school.

It is the principals' responsibility to create a psychological climate for learning. A sense of routine which allows teaching and learning to proceed without interruption greatly reduces the need to continuously find solutions for problems. An enforced discipline code must exist which allows teachers and the principal to control student misbehavior. Students who disrupt instruction or who endanger the safety of others must be controlled or removed from the classroom.

Fire hazzards, dangerous stairwells, unsafe storage areas, the general cleanliness of the building, or unsupervised areas of the school must be dealt with effectively or they distract from teacher attitudes towards the workplace.

The principal contributes to the psychological safety of the school primarily by how he/she relates to others and encourages others to relate. The principal must be a model of acceptance, tolerance, and patience. Sharing values, holding high expectations, consistency in how one relates with others and optimism on the part of the principal all contribute to the positive emotional climate of the school.

Confidence In Principal

The principal influences teachers' motivation to work by inspiring personal confidence in at least two ways. One way is by how the principal relates to others. If the principal respects teachers and trusts them the teachers' attitude will

be positive in return. The principal demonstrates this trust in one way by accepting teachers' uniqueness and also by including teachers when discussing topics of common concern. The principal also demonstrates respect in the teachers by being candid. The principal must be able to express displeasure and then "move on", so to speak, and not hold grudges. Accurate and complete information concerning teachers must be shared. Teachers resent principals who withhold information as a form of power. The principal who is enthusiastic and optimistic with others instills a positive attitude toward the school.

A second way in which principals influence teachers' attitudes of confidence in the principal is through the principals' own attitudes about the self. The principal who is a positive thinker who sees opportunities rather than problems, and who has a healthy sense of humor, instills confidence in teachers. The principal must be able to accept responsibility for mistakes and to benefit from experience. Even when mistakes are made, the principal must be seen as a person growing in the job and as one who is introspective.

While growing on the job, the principal must at the same time have sufficient technical competence for the position. The principal must consider alternatives and use accurate data in decision making. The principal must be accountable for personal success and for the success at the school in a broad sense. Teachers expect to judge the principal by deeds

and not only by how the principal presents his/her self to others.

These behaviors and attitudes result in the principal being viewed by the teachers as committed to the success of the school and as not just using the school as a step in a career ladder. An attitude of group loyalty grows, of which the principal is a part, the principal grows in influence with the teachers, while developing as a role model to teachers.

Use of Resources

The primary function of the principal is to facilitate instruction. All other roles are secondary to and supportive of this primary one. As such, a primary obligation of the principal is to secure and to allocate adequate resources for instruction.

Among the resources important to teachers and some of those over which the principal can exert influence are: sufficient time for instruction: competent instructional assistance, including both teacher aids and professional supervision; adequate quantities of, and appropriately selected, teaching material and supplies; competent inservice training for new tasks and to meet new expectations; and teaching assignments for which teachers are qualified and in which they have interest.

Principals who view themselves as instructional leaders must also see themselves as one of the several persons who

support teaching. Among the other support positions are the school counselor and the school psychologist.

Summary

Based on a two year, nation-wide study, involving a pool of 1150 professionals and fifty schools, an instrument has been developed which is both valid and reliable to measure levels of teacher motivation and teachers' degree of satisfaction with their principals' administration of the school.

In addition, the following conclusions can be reached as a guide to principals who wish to modify their practice.

One condition for motivation to teach is that first, teaching must be seen by the teacher as (1) worthwhile, and second the task must be (2) stimulating to the teacher. Teachers must feel a (3) sense of involvement in decision making at the building level while at the same time have a sense of (4) independence in their classroom teaching. The teacher must have a feeling of (5) affiliation with others in the school including with the principal. There must be a (6) reward system in place offering both (a) intrinsic rewards, such as recognition, and (b) extrinsic rewards, such as pay.

Teachers need a sense of (7) success in their work and (8) recognition from students, parents, colleagues and supervisors for successes and for their effort. Teachers require accurate, honest and professional (9) feedback, offered in sensitive ways. Teachers need opportunities for

personal and professional (10) growth both within teaching and in education outside of classroom teaching.

Teachers also require an organizational structure which provides physical and emotional (11) safety for all participants and which reduces distractions of classroom teaching. Teachers require (12) confidence in the principal. It is necessary that the principal be seen as competent and as one who facilitates the teachers' job of instruction. Teachers also require the principal to provide an adequate supply and effective use of (13) resources for instruction.

TEACHER MOTIVATION
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